DOCUMENT RESUME

ED 201 948 CG 015 179

AUTHOR Tarpey, Elizabeth; And Others
TITLE Developing Academic Coping Skills for Minority Students.
PUB DATE Mar 80
NOTE 10p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; *Academic Persistence; *Adjustment (to Environment); *Behavior Change; College Students; Coping; Course Descriptions; Goal Orientation; Higher Education; *Minority Groups; Program Descriptions; Self Concept; *Student Improvement; *Study Skills

ABSTRACT

This paper describes the Study Skills program at Southern Illinois University at Edwardsville, a project designed to help students from diverse backgrounds and educational experiences to successfully complete their undergraduate education. The materials focus on specific academic competencies such as taking notes, designing a self-management system, giving oral reports, completing assigned readings, and taking tests. Changes in the project class over the past 10 years are reviewed and the current class structure is presented in which students meet in small heterogeneous groups for 2 hours each week over a 10 week period. A laboratory learning environment is detailed in which students learn effective communication skills, assertion, and academic goal classification, and profit from specific experiences in goal setting, time management, and decision making. Findings from evaluations of the program are reviewed, indicating the students' improved scores on self-concept measures, study habits measures, and grade point averages. Student self-reports of easier adjustment to college life and greater self-assurance are also discussed. (Author/ NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201948

DEVELOPING ACADEMIC COPING SKILLS FOR MINORITY STUDENTS

Dr. Elizabeth Tarpey
Dr. Jesse B. Harris
Ms. Viola Daugherty

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Elizabeth Tarpey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CG 015179

American Personnel and Guidance Association

Atlanta, Georgia

1980

Southern Illinois University at Edwardsville can be described as an urban university located in a rural setting where most of the students commute. We are located in the second most populated area of Illinois. The student body is represented by a variety of backgrounds ranging from impoverished inner-city youth whose parents have little or no education beyond high school to students who are well prepared and can benefit from more challenging programs. Our campus, then, must serve students with a wide variety of backgrounds and preparation.

The Study Skills program began in 1969 as an attempt to strengthen the chances of success for students who were on academic warning or probation. At that time it was a non-credit offering. Lectures dealing with note taking, test preparation and time management were given in an auditorium setting with small group discussions following the lectures. It soon became apparent that our efforts were not too well received and were not accomplishing what we had intended.

Research followed, which included examining other study skills models as well as refining our own. Over the past ten years the class has undergone several changes which include the following:

1. We found that not only low achieving students benefit from the class. The well-prepared students also find that the class can be effective in helping them to raise gradepoint averages.
2. Heterogenous classes in terms of ethnic background, academic ability, class standing, etc., provide greater motivational effect for the lower achievers and also provide those students with "good student" role models. At the same time it provides positive reinforcement for better prepared students in attaining their goals.

3. General goals for the course were developed which include:
   a. facilitating transition to college life for students of varying ethnic and socio-economic backgrounds
   b. increasing awareness of and improving communication skills and their effective use in the university community
   c. heightening awareness of the relationship among college adjustment, goal setting, and academic achievement at the university
   d. helping students develop a system of studying and time management
   e. helping students understand the institutional structure, rules and procedures

As was previously mentioned, the study skills class originally was designed as a lecture - "let us tell you what to do" - type class. However, we soon found that students in study skills classes need the support of others interested in achievement. Therefore, our classes are composed of students who want to change their study behaviors, who have specific academic goals and who are committed to working in a group. We have found that having students establish academic goals helps them maintain motivation for accomplishment.

From our experience we have concluded that 12 to 15 students in each class is ideal. Further, a heterogeneous group of freshmen to upperclassmen, academically successful students and probationary students promotes excellent discussion.

The one-credit course meets for two hours each week for a period of ten weeks. Students are expected to read and participate in discussions

of assigned readings from the textbook How to Study in College by Walter Pauk. Additional out-of-class work includes an individual interview with the instructor, participation in a communications skills training laboratory, individual interviews with each instructor following establishing a grade goal, maintaining weekly study goals and time management forms and reading other handouts related to establishing effective study behaviors.

Students receive a syllabus which contains the structure for each class meeting. This structure provides the framework for the discussions that occur. Included in the weekly meetings are such activities as establishing a projected grade point average for the term, determining study goals for each week, projecting a schedule for use of time, maintaining a calendar of major assignments, examining several systems of study such as the Cornell note-taking system, SQ3R, OK5R, etc, reviewing techniques for taking notes from lectures and reading material, examining individual value structures and strengths as they relate to educational goals and assessment of individual goal accomplishment.

Data collection and analysis in the Study Skills Program serves several purposes. First, summative analysis is used to assess shifts in perceptions of study orientation, self-concept and locus of control, as well as changes in grade point average during the quarter of participation. Secondly, item analysis of pre-test data using the Survey of Study Habits and Attitudes provides formative data concerning student strengths and weaknesses in the areas of delay avoidance and study habits. We adopted the position that the SH scale which measures delay avoidance and work methods is most appropriate for our program. Seemingly, attitudes change with successful application of effective study

habits. Percentage break downs are used to aid staff in reinforcing developmental behavioral goals as well as determining if program and course goals are consistent with the perceived needs of the students in the program. See Flow Chart--Data Analysis.

FINDINGS

We have found that:

1. Students who set goals are likely to achieve them provided the group leader is empathic, goal oriented and confrontive.
2. Students' scores increase significantly in the areas of self-concept, study habits (that is, reduction of delay avoidance behavior and increase in behaviors related to work methods), and end-of-term GPA.
3. Students seem to adjust more easily to university life with less emotional stress and confusion.
4. Students' use of effective interpersonal skills and risk-taking behavior in groups increases.

FLOW CHART--DATA ANALYSIS

Assessment	Outcome	Analysis
Pre/Post Testing		
Survey of Study Habits and Attitudes by Brown and Holtzman (1966)	Scale Scores SH--Delay Avoidance Work Methods SA--Education Acceptance Teacher Approval	Analysis of Covariance Correlation (Summative)
Tennessee Self Concept Scale by Fitts (1964)	Total Positive Score	Item Analysis--SSHA only (Formative)
Rotter: Locus of Control Scale by Rotter (1966)	Internal-External Score	
Grade Point Average		

RESOURCES

Anderson, Rob. Students as Real People: Interpersonal Communication and Education. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1979.

Campbell, David. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. Niles, Illinois: Argus Communications, 1974.

Deese, James and Ellin K. Deese. How to Study. Third Edition revised. New York: McGraw-Hill Book Company, 1979.

Elliot, H. Chandler. The Effective Student. New York, N.Y.: Harper and Row, 1966.

Gross, Michael J. The How To Go To College Book. Seattle, Washington: Passage Publishing, 1979.

Hill, Wm. Fawcett. Learning Thru Discussion: Guide For Leaders and Members of Discussion Groups. Beverly Hills, California: Sage Publications, 1977.

Hill, Winfred F. Learning: A Survey of Psychological Interpretations. New York, N.Y.: Harper and Row, 1977.

Kay, Dr. Robert S. and Dr. Robert A. Terry. How to Stay in College: A Learning Guide For Students. S.E. Washington, D.C.: University Press of America, 1978.

Krawitz, Ruth and Lawrence S. Finkel. How to Study and Improve Test Taking Skills, Oceana Publications, 1976.

Nieves, Luis. College Achievement Through Self-Help. A planning and guidance manual for minority students. Educational Testing Service, 1978.

Pauk, Walter. How to Study in College, 2nd edition. Boston: Houghton Mifflin, 1974.

Schmuck, Richard A. and Patricia A. Schmuck. Group Processes in the Classroom. Dubuque, Iowa: Wm. C. Brown Co., 1971.

Shepherd, James F. College Study Skills. Boston: Houghton Mifflin, 1979.

Stanton, Harry E. Helping Students Learn: The Improvement of Higher Education. S.E. Washington, D.C.: University Press of America, 1978.

Staton, Thomas F. How to Study. American Guidance Association, 1968.

Stuart, Richard B. Behavioral Self-Management: Strategies, Techniques, and Outcomes. New York, N.Y.: Brunner/Mazel Publishers, 1977.

Wingfield, Arthur. Human Learning and Memory: An Introduction. New York, N.Y.: Harper and Row, 1979.

Wood, Nancy V. College Reading and Study Skills. New York: Holt, Rinehart and Winston, 1978.